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SPANISH SYLLABUS

Adopted for the High Schools of Chicago

This course of study in Spanish is based on the views and recommendations of the Spanish section of the Chicago High Schools as expressed in response to the questionnaire submitted to each teacher of Spanish in these schools by the Spanish Syllabus Committee appointed at the meeting of the High School Council, April 15, 1921.

THE AIM

The aim of a four-year or even a two-year high-school course in Spanish should be to equip the pupil with a solid foundation in the language on which he may build confidently and efficiently for any special purpose. This fundamental course should give the student: (1) a pronunciation readily intelligible to a native; (2) a useful every-day vocabulary; (3) a mastery of the essentials of grammar; (4) an appreciation of the Spanish-speaking countries through a general knowledge of their manners and customs, history, geography, resources, industries, commerce, art, and literature.

It has seemed best to the committees not to plan a separate course for the commercial pupil. Even if it were possible for him to acquire during his high-school course the vocabulary and phraseology common to all commerce, it is doubtful whether this would be a wise investment of his time. Commercial Spanish is only a special part of the language and instruction in it must be based on a sound general foundation. Indeed the special terminology of any industry or business can be satisfactorily learned only when the operations of such industry or business have been understood thoroughly through concrete experience.

METHOD

No special method is recommended, for the progressive teacher, alert to profit by the experience of others, will adapt to his own need the best elements of every method. In view, however, of the aim to be accomplished, the committee earnestly recommends that Spanish be made as far as possible the language of the classroom and that emphasis be placed on the aural and oral acquisition of the language as well as on the ability to read and write.

PRONUNCIATION

The insistence upon an intelligent and intelligible pronunciation is of great importance. If the pupil does not have a firm grasp of this fundamental branch of the subject, his impression of words will be vague and he will have difficulty in acquiring vocabulary, his grasp of orthographical values will be poor and his spelling bad, he will be slow in getting a feeling for the language, he will rely on his visual memory and will be backward in learning to understand and speak, and slow in learning to think in Spanish. For these reasons thorough work in pronunciation is a time saver in the long run.

The method should be phonetic. Both unaided imitation and the giving of English equivalents are unsatisfactory. The teaching should be distributed over a long period of time with brief daily periods for pronunciation alone. With the

aid of hand mirrors the teacher should explain how Spanish sounds are made, how they differ from the nearest English sound, and constantly warn against errors which Americans must always overcome. The knowledge of how the sounds should be made must be reinforced by constant drill and imitation on (1) single sounds, (2) syllables, (3) words, (4) stress groups, and (5) sentences. The physical side as a form of vocal gymnastics should be emphasized. Concentrated effort on a short passage of Spanish is always preferable to the reading of long passages aloud, as all the Spanish sounds will occur within the space of a few lines, and once mastered in a context they become a definite acquisition. Oral drill on the same brief passage several days in succession, until facility of utterance and accuracy are attained, is often advisable. The proper intonation and linking of the phrases should be insisted upon by imitation from the beginning, although it can not be discussed with profit until later in the course. Suggestions for appropriate points for emphasis in each semester will be found in the body of the syllabus.

GRAMMAR

The formal organization of the facts of Spanish grammar should be constantly in the teacher's mind, and his work should aim at making the student able to use the language according to these facts. In general the actual study of simple Spanish texts should come first, explanation of the phenomena by question and statement should come next, drill should follow, and organization of the facts into formal grammar should be reserved for the end of each semester, when the pupil has already discovered these laws in action. Regularities rather than irregularities should be mastered first and the usual rather than the unusual emphasized. Points of grammar (formal statement of fact) should not be made until the subject matter gives occasion for it, and grammar should never be separated from drill. Of the two it is better to be able to do the thing correctly and not able to state the rule than to be able to state the rule and not be able to apply it in practice, although the ideal is to have the two go hand in hand. As a concrete example: it is better to lead the student by various questions to use the several persons of the verb than to ask him to conjugate it, though the ability to organize his knowledge should gradually be insisted upon. In other words, grammar is to be considered a means, a conscious means, perhaps, but never an end.

READING

The goal to be attained is the ability to read moderately difficult Spanish literature with ease and pleasure. It may be said that the means to this end has been accomplished if the pupil after reading aloud a page of non-technical Spanish can tell briefly the contents of the page in Spanish without consulting the original.

In regard to the information of the reading habit, two points should be kept in mind: *quality* and *quantity*; quality in order to maintain continuity of interest and quantity in order to ensure mastery of technique. The pupil should read a large amount of well-graded, interesting material. Unless this material is carefully graded, he will be hindered in his progress from the simple to the difficult, and unless it is interesting he will not develop the reading habit.

Texts can not be too simple at first. They should increase in difficulty very slowly. It is doubtful whether even in the eighth semester of high-school Spanish pupils should be given as difficult material as that usually found in seventeenth-century Spanish drama.

The subject matter, beginning with the facts of daily life, should later contain information on Spanish and South-American geography, history, life, and manners. With the fourth semester literary texts consisting of short stories, plays, and novels may be begun.

Outside reading should be encouraged from the beginning. This reading should be for content only and should always be much easier than the material read concurrently in class.

A portion of the reading material should always serve as a basis for linguistic drill. This may be by way of dictation, memorizing, changing syntax, double translation, paraphrasing, summarizing, and dramatizing.

DICTATION

Dictation is of great value in teaching the pupil to understand, to spell, and apply all his knowledge of the language. It forces him to retain a phrase properly pronounced until he can write it down. This helps to fix forms of expression with the concurrence of the aural, motor, and visual faculties. Dictation should always be brief, at first on known material, later on unseen material—stories, dialogues, and social and commercial letters.

COMPOSITION

Composition in Spanish may be defined as the formation of sentences in Spanish to express given, suggested, or original thoughts. It may be oral or written. For convenience it may be divided into oral drill, conversation, written composition.

Oral drill should be used constantly for practice on vocabulary and grammar based on the grammar text, on the reader and on classroom work. Its object is to give skill and facility in the use of material learned. It should be done both in concert and individually. This work should be in the form of simple sentences and should include changing verb forms, pronouns, number, etc. Paradigms without context should be used sparingly. The aim should be to increase the amount of Spanish used in the classroom and reduce the amount of English as rapidly as is consistent with sound pedagogy.

In as far as conversation means a free exchange of ideas on a subject, the successful use of it is possible only with very small classes. If conversation is taken to mean question and answer on a prepared text for the purpose of drill its use should be frequent.

Written composition should be based on work already dealt with orally. The writing of sentences for which the pupil has not been prepared leads to the formation of bad habits. Written composition should be carefully graded and should advance through the stages: transcription, dictation, copying with changes of form, filling blanks, translating, paraphrasing, making synopses, writing original material such as letters and simple themes. The composition should always be a connected piece of prose, not isolated sentences. Composi-

tion books should contain exercises based on a model and this model should be mastered before the written work is attempted.

HOME WORK

If home work is not based on matter already dealt with in the classroom, it often degenerates into making mistakes at home only to be corrected in class. These mistakes are apt to become habits and so oust the correct forms. The ideal would be to have a double period during one-half of which the teacher would direct and supervise the preparation of the lesson. Since this is usually impossible, the teacher should devote a liberal portion of the class period to going over the next day's lesson with the object of leaving nothing misunderstood and reducing as much as possible the errors the pupil may make. The new vocabulary should be taught orally, the rules illustrated and explained, and the work to be written should be first done orally.

Perhaps no subject is so difficult to study alone as a modern language. The pupil should be constantly instructed from the beginning how to study and reminded what his purpose should be. The teacher should, on the basis of his own experience, tell the pupil how to go about his work to save the time so often wasted in making and correcting needless mistakes.

Teacher and pupil must work together to make the knowledge of the language a practical one. The pupil should be urged to use this knowledge in his daily life for all that he sees going on around him. He should keep a notebook. He might talk to fellow-students in Spanish and correspond with a pupil in a Spanish-speaking country. He should play Spanish games and sing Spanish songs, listen to phonograph records, read newspapers, catalogs, and books outside and so catch an enthusiasm for Spanish such as he has for his stamp-book or his wireless outfit.

LABORATORY APPARATUS

Two good dictionaries, one bilingual, the other all in Spanish, and two maps, one of Spain and one of South America, should be considered the minimum in the way of laboratory material. Other helpful accessories would include newspapers and magazines, an atlas, a gazetteer, an encyclopedia, a book of synonyms; all of these in Spanish. A phonograph with good native records, a bulletin board for posting clippings in Spanish, and some sort of miniature "museum" for displaying Spanish coins, postage-stamps, etc., would also help to create *ambiente español*.

WORD LISTS

See New York *Bulletin of High Points*, June, 1921; HISPANIA, March, 1920 and October, 1922.

DICTIONARIES RECOMMENDED

Bilingual: Cuyás, *Danish Dictionary* (Appleton). All in Spanish: *Diccionario enciclopédico de la lengua castellana* Calleja. (See catalog of Zabala & Maurín, New York.)

SYLLABUS OF MINIMA

The syllabus attempts to give minimum requirements, and its contents should be considered the basis for constant drill and a mastery as thorough as possible in each semester. Teachers will of course introduce as much other material

as they think wise, but it is suggested that additional work should take the form of additional reading and oral drill with inductive grammar based on reading.

Books are listed by alphabetical arrangement of the names of the authors. The following abbreviations of names of publishers are used:

A. B. C.—American Book Company	Newson—Newson & Company
Allyn—Allyn & Bacon	Putnam—G. P. Putnam's Sons
Appleton—D. Appleton and Company	Sanborn—Benjamin H. Sanborn & Co.
Drake—Frederick J. Drake & Co.	Scribner—Charles Scribner's Sons
Dutton—E. P. Dutton & Company	Scott—Scott, Foresman & Company
Ginn—Ginn & Company	Silver—Silver, Burdett & Company
Heath—D. C. Heath & Company	Vermont—Vermont Printing Company
Holt—Henry Holt & Company	World—World Book Company
Macmillan—The Macmillan Company	

FIRST SEMESTER

PRONUNCIATION

Spanish vowels—short, clear, no nasal quality, no diphthongization.

Spanish consonants—Particular attention to *p, t, k*, and the fricatives *b, d, g*.

GRAMMAR

Articles, nouns, adjectives, possessives, demonstratives, interrogatives, personal pronouns. The essentials regarding all of these as called for by the reading text. The use of only one object pronoun with the verb.

Verbs—Regular, radical-changing, reflexive, and the following irregular verbs: *ser, estar, tener, decir, dar, venir, salir, ir, saber, poner, hacer, oír, traer*. Much drill on the present indicative of all of these, omitting the familiar forms of address. Much conversational drill involving the polite imperative of all of these.

For recognition: Additional verb forms found in the reading text.

DICTATION

Occasional brief dictation of material previously studied, read in phrases and not as separate words.

READING

Thirty pages of very simple and interesting material selected from the following or similar texts:

Dorado, *Primeras Lecturas en Español* (Ginn).

Espinosa, *First Spanish Reader* (Sanborn).

Harrison, *Elementary Spanish Reader* (Ginn).

Pittaro, *A Spanish Reader* (Heath).

Ray, *Lecturas para Principiantes* (A. B. C.).

Solano, *Cuentos y Lecturas en Castellano* (Silver).

Walsh, *Primer Libro de Lectura* (Heath).

Wilkins, *First Spanish Book* (Holt).

Wilkins, *Beginners' Spanish Reader* (Holt).

Worman, *First Spanish Book* (A. B. C.).

SECOND SEMESTER

PRONUNCIATION

Brief drill on one sound each day.

Reading in groups with expression.

Observation of syllable division in the group.

GRAMMAR

Personal Pronouns. Much drill on the use of two object pronouns with the verb.

Relative Pronouns. Much drill on *que, quien, cuyo*; the rest for recognition in reading.

Verbs. All the verbs of the first semester to be mastered in the simple tenses of the preterite, imperfect and future indicative and in the perfect indicative. The present participle, and the present and past progressive indicative of all verbs thus far mentioned are to be learned.

For recognition: Additional verb forms found in the reading text.

DICTATION

Frequent brief dictation of material previously read.

READING

Fifty pages of easy and interesting material selected from the following or similar texts or from those of the first semester:

Allen, *Everyday Spanish* (Drake).

Allen & Castillo, *Spanish Life* (Holt).

De Vitis, *A Spanish Reader* (Allyn).

Espinosa, *Elementary Spanish Reader* (Sanborn).

Hänssler & Parmenter, *A Spanish Reader* (Scribner).

Hatheway & Bergé-Soler, *Easy Spanish Reader* (Macmillan).

Roessler & Remy, *First Spanish Reader* (A. B. C.).

Schevill, *A First Reader in Spanish* (Ginn).

THIRD SEMESTER

PRONUNCIATION

Linking of vowels and consonants.

GRAMMAR

Relative Pronouns. Those not mastered in the second semester.

Verbs. The present and past subjunctive, the simple conditional, and the familiar imperative, and all compound indicative tenses of all verbs mentioned thus far are to be learned. The irregularities of orthographical-changing verbs.

For recognition: Additional verb forms found in the reading text.

DICTATION

Occasional brief dictation of simple material not previously seen.

READING

Seventy-five pages of easy and interesting Spanish selected from the following or similar texts, including those of the second semester:

- Allen, *Fábulas y Cuentos* (World).
Altamirano, *La Navidad en las Montañas* (Heath).
Bergé-Soler and Hatheway, *Elementary Spanish-American Reader* (Sanborn).
Broomhall, *Spoken Spanish* (Allyn).
De Haan and Morrison, *Cuentos Modernos* (Heath).
Hills, *Spanish Tales for Beginners* (Holt).
Hills and Reinhardt, *Spanish Short Stories* (Heath).
Laguardia, *Cuentos Hispanoamericanos* (Scribner).
Martínez Sierra, *Teatro de Ensueño* (World).
Quintero, *La Muela del Rey Farfán* (World).
Tamayo y Baus, *Más Vale Maña que Fuerza* (World).
Uribe-Troncoso, *Por Tierras Mejicanas* (World).
Wilkins, *Second Spanish Book* (Holt).

FOURTH SEMESTER

PRONUNCIATION

Intonation: (a) the statement; (b) the question.

GRAMMAR

Present perfect subjunctive; past perfect subjunctive; the perfect conditional. All irregular verbs in indicative and subjunctive, simple and compound tenses.

DICTATION

Frequent dictation of simple letters, dialogs, poetry, or other suitable material previously studied.

READING

One hundred pages selected from the following or similar texts, including those of the third semester:

- Alarcón, *Novelas Cortas* (Ginn).
Alarcón, *Novelas Cortas Escogidas* (Heath).
Asensi, *Victoria y Otros Cuentos* (Heath).
Benavente, *El Príncipe que Todo lo Aprendió en los Libros* (World).
Carrión y Aza, *Zaragüeta* (Sanborn-Silver).
Dorado, *España Pintoresca* (Ginn).
Ewart, *Cuba y las Costumbres Cubanas* (Ginn).
Isaacs, *María* (Ginn-Macmillan).
Morrison, *Tres Comedias Modernas* (Holt).
Phipps, *Páginas sudamericanas* (World).
Turrell, *Cuentos Hispanoamericanos* (Allyn).
Valera, *El Pájaro Verde* (Allyn-Ginn).

FIFTH SEMESTER

PRONUNCIATION

Assimilation.

GRAMMAR

Review of work of preceding semester.

DICTATION

Frequent dictation of simple letters, dialogs, or other suitable material not previously studied.

COMPOSITION

About a third of one of the following or a similar text :

Ballard and Stewart, *Short Stories for Oral Spanish* (Scribner, revised ed.).

Broomhall, *Composition* (Allyn).

Cool, *Spanish Composition* (Ginn).

Crawford, *Spanish Composition* (Holt).

Ford, *Exercises in Spanish Composition* (Heath).

Graham and Oliver, *Spanish Commercial Practice*, Part I (Macmillan).

Harry, *Anécdotas españolas* (Allyn).

Harrison, *Spanish Correspondence* (Holt).

Luria, *Correspondencia comercial* (Silver).

Moreno-Lacalle, *Composición Oral y Escrita* (Vermont).

Umphrey, *Spanish Prose Composition* (A. B. C.).

Warshaw, *Spanish-American Composition Book* (Holt).

Waxman, *A Trip to South America* (Heath).

Whittem and Andrade, *Spanish Commercial Correspondence* (Heath).

Wilkins, *Elementary Spanish Prose Book* (Sanborn).

Wilkins, *Unit Passages for Translation* (Sanborn).

READING

One hundred and twenty-five pages selected from the following or similar texts, including those of the fourth semester :

Alarcón, *El Capitán Veneno* (Allyn-Heath-Sanborn).

Benavente, *Tres Comedies* (Heath).

Bonilla, *Spanish Daily Life* (Newson).

Downer & Elías, *Lecturas Modernas* (Heath).

Galdós, *Marianela* (A. B. C.; Heath).

Gutiérrez, *El Trovador* (Heath).

Luquiens, *Elementary Spanish-American Reader* (Macmillan).

Mármol, *Amalia* (Heath; Macmillan).

Rivera and Doyle, *En España* (Silver).

Sierra & Benavente, *El Palacio Triste* and *Ganarse la Vida* (Ginn).

Valdés, *José* (Allyn; Heath).

Wilkins and Luria, *Lecturas Fáciles* (Silver).

SIXTH SEMESTER

PRONUNCIATION

Oral drill on brief passages of dialog, observing all phenomena of fluent, rapid conversation.

GRAMMAR

Review as needed.

COMPOSITION

Continuation of the book begun in the fifth semester. About the same amount of work as that covered in the fifth semester.

READING

One hundred and fifty pages selected from the following or similar texts, including those of the fifth semester :

Garcilaso de la Vega, *El Reino de los Incas* (Allyn).

Hills and Morley, *Modern Spanish Lyrics* (Holt).

Moratin, *El Si de las Niñas* (A. B. C.).

Nelson, *Spanish-American Reader* (Heath).

Sparkman, *Industrial Spanish* (Allyn).

Valdés, *La Alegria del Capitán Ribot* (Heath).

Wilkins and Luria, *Lecturas Fáciles* (Silver).

SEVENTH SEMESTER

PRONUNCIATION

Drill in reading poetry with explanations necessary.

GRAMMAR

Review as needed.

COMPOSITION

The continuation of the text begun in the fifth semester or the study of a second one of the texts there suggested. About the same amount of work as that of the sixth semester.

READING

One hundred and seventy-five pages selected from the following or similar texts, including those of the sixth semester :

Blasco-Ibáñez, *La Barraca* (Holt).

Pereda, *Pedro Sánchez* (Ginn).

Sanz, *Don Francisco de Quevedo* (Ginn).

Tamayo y Baus, *Lo Positivo* (Heath).

Valdés, *La Hermana San Sulpicio* (Heath).

Quintana, *Vasco Núñez de Balboa* (Ginn).

Quintero, *Doña Clarines* (Heath).

EIGHTH SEMESTER

PRONUNCIATION

Pronunciation in Spanish singing.

GRAMMAR

Review as needed.

COMPOSITION

The continuation of the text used in the seventh semester or of another text listed for the fifth semester of one of those listed below. Amount to be covered to be about the same as that in the seventh semester.

Espinosa, *Advanced Composition and Conversation* (Sanborn).

Graham and Oliver, *Spanish Commercial Practice, Part II* (Macmillan).

Masse y Aparicio, *El español práctico y comercial*. Primer libro. (Barcelona, Masse, 1920).

McHale, *Comercial Spanish* (Heath).

Pitman, *Spanish Commercial Correspondence* (Pitman).

READING

About two hundred pages selected from the following or similar texts, including those of the seventh semester.

Bécquer, *Legends, Tales and Poems* (Ginn).

Blasco-Ibáñez, *La Batalla del Marne* (Heath).

Cervantes, *Don Quijote* (Heath).

Echegaray, *O Locura o Santidad* (Heath).

Morley, *Spanish Humor in Story and Essay* (Ginn).

Morse, *Spanish-American Life* (Scott).

RECOMMENDED FOR HOME READING

Any works by standard authors not read in class.

BOOKS RECOMMENDED FOR TEACHERS

DICTIONARIES

Real Academia Española, *Diccionario de la lengua castellana*.

Zerolo, *Diccionario de la lengua castellana* (Madrid, García Rico).

GRAMMARS

Bello-Cuervo, *Gramática de la lengua castellana* (Paris, Roger y Chernoviz, 1896).

Ramsey, *A Textbook of Modern Spanish* (Holt).

Real Academia Española, *Gramática de la lengua castellana* (Madrid, Perlado, 1917).

HISTORY

Altamira, *Historia de España y de la civilización española* (Gili, Barcelona).

METHODS

Wilkins, *Spanish in the High School* (Sanborn).

PHONETICS

Navarro-Tomás, *Manual de pronunciación española*, Publicaciones de la Junta para Ampliación de Estudios, Madrid.

Hänssler and Parmenter, *Beginner's Spanish* (Scribner). See introduction.

Moreno-Lacalle, *Elements of Spanish Pronunciation* (Scribner).

VERSIFICATION

Northup, *El Estudiante de Salamanca* (Ginn). See introduction.

This syllabus in its present form was unanimously accepted by the Chicago High School Spanish Section at the Semester Conference held December 2, 1921.

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